IMPROVING STUDENTS' READING COMPREHENSION USING LOCAL LEGEND

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Abstract

The purpose of this research was to answer the problems about how does local legend improve students' reading comprehension in comprehending the detailed information, finding the meaning of words, and drawing the conclusion about moral value of narrative text to the eighth grade students of SMPN 3 Sungai Raya Bengkayang. This research was classroom action research. The data of this research were taken from the students' score and the notes were taken through observation schedule. The total number of students was 26 students. The research finding indicated that students' ability in comprehending narrative text using local legend was improved. Students' prior knowledge about local legend improved students' ability in comprehending the detailed information by asking students to arrange the random paragraph and give students testing activity, the familiarity of the words were used in local legend improved students' ability in predicting the meaning of vocabulary by asking the students to guess the meaning of the word based on the context and the environment of local culture values of local legend improved students' ability in drawing conclusion about moral value of narrative text by giving an opportunity to discuss and to conclude the lesson. It can be proven from students' mean score result in cycle 1 to cycle 3. In the first cycle, students' mean score was 48. 6, it was 64. 2 in second cycle and it raised to 78. 4 in the third cycle.

Keywords: Reading Comprehension, Narrative Text, Local Legend

Abstrak

Penelitian ini bertujuan untuk menjawab masalah mengenai apakah legenda lokal meningkatkan pemahaman membaca siswa dalam memahami informasi rinci, menemukan arti kata dan menarik kesimpulan mengenai pesan moral dalam teks naratif di kelas delapan SMPN 3 Sungai Raya Bengkayang. Penelitian ini adalah penelitian tindakan kelas. Data diperoleh dari nilai siswa dan catatan observasi diperoleh melalui jadwal observasi. Jumlah siswa adalah 26. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam memahami teks naratif menggunakan legenda lokal meningkat. Pengetahuan siswa sebelumnya tentang legenda lokal meningkatkan kemampuan mereka dalam memahami informasi rinci dengan meminta siswa menyusun paragraf acak dan memberikan latihan soal, kosakata yang sudah diketahui sebelumnya yang digunakan dalam legenda lokal meningkatkan kemampuan siswa dalam memprediksi arti kosakata dengan meminta siswa menebak arti kata berdasarkan konteks, dan nilai-nilai budaya lokal di lingkungan sekitar dari legenda lokal meningkatkan kemampuan siswa

dalam menarik kesimpulan pesan moral dari teks naratif dengan memberikan kesempatan untuk berdiskusi dan menyimpulkan pelajaran. Hal tersebut dibuktikan dari hasil rata-rata perolehan nilai siswa di siklus 1 hingga 3. Pada siklus pertama, rata-rata perolehan nilai siswa adalah 48. 6, 64. 2 di siklus kedua dan meningkat menjadi 78. 4 di siklus ketiga.

Kata Kunci: Pemahaman Membaca, Teks Naratif, Legenda Lokal

Introduction

English as a foreign language (EFL) in our own country made every skill has its own challenges for teacher in teaching learning process. Although reading skill is not the most difficult skill for student compares with speaking or writing, but reading skill is also not as an easy thing to do by students. Royani (2013, 130) stated that teaching English reading has its own characteristics and difficulties. In English teaching reading, they didn't comprehend the text well especially if the text too long and provide many unfamiliar words. They had struggle to find the meaning and consume a lot of time. Teaching and learning process to be a bored activity. Besides, the objective of reading activity is comprehension. Renandya & Richard (2002, p. 277) said that reading for comprehension is the primary purpose for reading. Reading comprehension is a process to recognize or identify the content of the text. Hoover & Gough quoted in Yee (2010) said that reading comprehension can be understood as the process through which the recognized words are transformed into a meaningful idea. Therefore reading comprehension is very crucial skill for students. In addition, mostly national examination test tend to be made in the written form, students must have a good reading ability to understand the instructions so that they can provide appropriate answers.

Based on the syllabus in Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP 2006), there are some reading materials that should be acquired by the eighth grade students of junior high school: descriptive, recount, and narrative texts. In the EULC (Education Unit Level Curriculum), the standard competence of reading is to understand the meaning of functional text and essay in the form of descriptive, recount, and narrative text in daily life context. Unfortunately, not all junior high school students can comprehend the meaning of functional texts in the form of narrative, one of them is eighth grade students of SMPN 3 Sungai Raya Bengkayang. Based on the informal interview with the eighth grade English teacher, it is found that the students encountered some difficulties to comprehend narrative text. They could not comprehend the detailed information, find the meaning of many words, and draw conclusion about moral values of narrative text. Those are the reasons why students cannot comprehend the text well. Therefore, they were reluctant to read and had lack of motivation to participate in reading lesson.

Teacher should have a strategy whose students have difficulties in reading in English. Feez in Tindale (2003) stated that effective teachers have always been eclectic, selecting strategically from the array of available approaches to ensure their learners have the best possible learning experience and outcomes. There are

a lot of teaching reading strategy, one of them is connect the text to background knowledge (Grabe & Stoller, 2002 in Tindale, 2003). Students bring the information from what they already know about the topic and connect with the lesson in the classroom. It can increase students' understanding toward the text by connecting their prior knowledge. Therefore, the researcher decided to conduct a classroom action research. The researcher applied local legend in teaching narrative text to assist student's comprehension in comprehending the detailed information, finding the meaning of word, and drawing a conclusion about moral value of narrative text.

Local legend is often intended to pass on cultural traditions or beliefs. The researcher found that local legend increase students' pretension to read. From Sang et al, (2003), students often have an easier time reading information texts when they can use their knowledge of the topic. Furthermore, Royani (2013, 132) stated that giving the texts based on local culture can make students easier in learning the material because they have previous knowledge about it. If the students interested in the topic presented in their class, they will understand more what the teacher talking about. Students' interest in reading will affect the speed of the reading comprehension. Royani (2013) asserted that local culture text offers an interesting text involving the students' local culture which make the students are more interested with the text. Based on the result, researcher found that students' prior knowledge about local legend improved students' ability in comprehending the detailed information of narrative text. The familiarity of the word are used in local legend improved students' ability in predicting the meaning of vocabulary of narrative text. And the environment of local culture values of local legend improved students' ability in drawing conclusion about moral value of narrative text

In addition, there is an obstacles encountered by our education and culture, it is national identity. The increasingly of globalization, it is feared the nation's culture, especially the existence of the local culture will be eroded and replaced by a foreign culture. One way to solve this problem is create a material in textbook that provide nation culture for instance local stories (local legend) in narrative part. It aims as an effort to embed the values in that nation culture such as religious value, moral value, and nation character. Furthermore, beside make students easier in comprehending the text by using local stories in teaching reading text, there is also to appreciate Indonesia's literature. Nathanson (2006) stated that using literature with middle or secondary pupils did improve students' enthusiasm and appreciation of a particular content-area discipline. Therefore, we can preserve the heritage culture of our ancestors and develop our identity as a nation.

Local Legend

Legend is kind of folklore, the stories of traditional beliefs and customs sometimes involving the supernatural convey through the generations by word of mouth or written by the expert, and usually concerned with a real person, place, or other. Local legend is a part of the culture. Wagler (2004, 9) defined culture is

about people—including their languages, creations, behaviors, beliefs, institutions, and all their interactions with other people.

Brunvand quoted in Danandjaja decided legend in 4 categories;

a. Religious legends, legends of saints. For instance, in java, the saints people called by wali. Walisongo is kind of religious legends.

b. Supernatural legends, this story is considered really happen, ever experienced by a person and is related with the supernatural. Brunvand (1968: 89) cited in Sunandjaja (2007: 71) wrote on his book, a famous folklore from Sweden C.W. von Sydow provide specific name to supernatural legends namely memorat.

c. Personal legends, stories about certain characters that are considered really happen by the owner. For the proof , the legend of Panji from Java

d. Local legends, a story that is closely related to a place, name of place and topography, the shape of the surface of an area whether hilly, steep and so on. For the example; the legend of Tangkuban Perahu mountain in west Java, the legend of Bukit Kelam in west Kalimantan and so on.

Teaching Reading Comprehension Using Local Legend

Finding good reading material for EFL (English as a Foreign Language) students is not always easy. The teacher should find the appropriate one. As an educator, they need locating appropriate resources. Gill cited in Yee (2010) said that despite increasing attention to literacy in recent years, many teachers have expressed frustration in a lack of resources for teaching reading and comprehension in particular.

In order to solve those problems, the researcher offered local legend as a source to teach students. The researcher assumed that local legend increase students' pretension to read. From Sang et al, (2003), students often have an easier time reading information texts when they can use their knowledge of the topic. Furthermore, Royani (2013, 132) stated that giving the texts based on local culture can make students easier in learning the material because they have previous knowledge about it. If the students interested in the topic presented in their class, they will understand more what the teacher talking about. Their interest in reading will affect the speed of the reading comprehension. According to Royani, she asserted that local culture text offers an interesting text involving the students' local culture which make the students are more interested with the text.

In conclusion, based on the frame of theory in this research, the writer applied the procedures of using local legend in teaching reading comprehension of narrative text in each cycle. The cycles may not be continued if the student's comprehension in narrative text has been improved. The familiarity of the words are used in local legend improved students ability in predicting the meaning of vocabulary of narrative text. The teacher asked the students to guess the meaning of the word from the context of local legend. Some students seems easier in finishing these task while the other students tried to find the meaning in the dictionary. In comprehending the detailed information of narrative text through students' prior knowledge about local legend, the teacher asked students to arrange the random paragraph and giving testing activity. In the first cycle, when

the teacher gave the *Ruai Bird* story, most of students arranged the paragraph in the incorrect order while in the next cycle when the teacher gave the familiar story, most students arranged the paragraph correctly. And the environment of local culture values of local legend improved students ability in drawing a conclusion about moral value of narrative text by giving an opportunity to discuss with their friend and concluded the story at the end of lesson.

Method

In order to enhance the teaching learning process in the classroom and solve the problems that faced by students in reading comprehension, the researcher decided to conduct a Classroom Action Research. According to Burns (2010, 5) define a classroom action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. Hopkins (2002: 41) maintains that 'action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform'. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions. Classroom action research typically involves four broad phases in a cycle of research (Kemmis and McTaggart, 1988 cited in Burn 2010: 7). There are plan, action, observation, and reflection. In this research, the researcher conducted the cycles thrice (3 cycles).

a. Planning

Planning is the first stage in Classroom Action Research. After identifying the problems in reading narrative texts, the writer and the teacher developed a plan of action in order to improve the real obstacles and prepared everything which was needed in process of research (lesson plan, choose the local legend, determined the date of the research, the instrument to collect the data)

b. Acting

In the acting stage, the researcher applied lesson plan in teaching and learning process that already conducted in the first stage. The real English teacher acted as a teacher while the writer as an observer observed teaching and learning process in the classroom. The writer observed the real condition in the class and recorded all necessary data using observation schedule.

c. Observing

In this stage, the data also consisted of the result of students' reading comprehension test. It is measured the students' comprehension toward the reading text by using local legend as a reading text material whether their comprehension already improve or not.

d. Reflecting

Based on the observation, the writer and the teacher evaluated and described of the action in order to understand whether the learning objective achieve or not. Furthermore, the writer and the teacher may determine the next cycle and made the new lesson plan if the writer and the teacher did not achieve learning objectives in previous cycle.

Subject of Research

    This research was teacher participant and student participant. The researcher conducted the research to the eighth grade students of SMPN 3 Sungai Raya Bengkayang in academic year 2015/2016, which is located in Jalan Padjajaran Sungai Raya Bengkayang. The class consists of 26 students (14 male students and 12 female students).

Technique and Tool of Data Collection

    In this research, the researcher used informal interview, observation schedule, open-ended questionnaire and measurement technique. The writer created an interview in purpose to support the data collection by asking some questions to the English teacher that reflected to students' prior knowledge about local legend text.

    Before starting the lesson by using local legend text in teaching narrative, the writer also spread open-ended questionnaire to students in order to know their prior knowledge toward the material will be given by the writer through the teacher. Observation schedule were applied during the teaching and learning process in the classroom. In the observation schedule, the researcher as an observer observed the students using table as guidance to notice everything that happen in the teaching learning activities. The measurement technique was used to measure the students' comprehension toward local legend text whether they have improved or not.

Finding and Discussion

Finding

    The researcher attempted to answer the problems by describing the entire process of teaching and learning happened in the classroom using local legend and the outcomes. The research finding showed that cycle to cycle had a great improvement. It can be seen from the students' mean score of the third cycle it is better than previous cycles. In the first cycle, the students' mean score is 48. 6, which is categorized into poor. It is 64.2 in the second cycle which is categorized into average to good. It raised to 78.4 in the third cycle, which is categorized into good. The explanation of research findings are discussed specifically below.

1. **The familiarity of the word are used in local legend improved students' ability in predicting the meaning of vocabulary of narrative text to the eighth grade students of SMPN 3 Sungai Raya Bengkayang in academic year 2015/2016**

   a. Guessing the meaning of the word from the context of local legend improved students' ability in predicting the meaning of vocabulary of narrative text.

      The familiarity of the words are used in local legend improved students ability in predicting the meaning of vocabulary. The words were familiar for them so they can predict the meaning easily. For the example, in the first cycle, when the teacher asked the students to find the meaning of bold word in the sentence, they predicted the meaning easily. The researcher and teacher used "Tanunggal King" story, students can predict

the meaning of "King" because they have already known that Tanunggal is a king.

Tanunggal **King**	Raja
Ruai **Bird**	Burung

Based on the result of students' mean score in each cycle and observer observed the whole activities in those sections, it showed that students' ability in finding the meaning of vocabulary toward local legend are improved. Those activities were: guessing the meaning of a new word with the context, finding the antonym of the words, and drawing the star (★) for each word that students understand the meaning.

In the first cycle, the familiarity of the words are used in the local legend text improved students' ability in finding the meaning of vocabularies of narrative text. It can be seen from the result of vocabulary exercises. The type of vocabulary exercises was guessing the meaning of a new word from the context. There were 23 students present in the classroom, 15 students had 100 point, 2 students had 80 point, 2 students had 70 point, 3 students had 60 point, and 1 student did not collect the task. Some students tried to find the meaning in the dictionary while other student tried to guess the meaning of vocabulary based on the content of the text. In the second cycle, there were 23 students had 100 point and 3 students had 80 point. In last cycle, there were 20 students had 100 point, 4 students had 80 point, and 2 students had 70 point.

The results of students' mean score can be seen in the following table:

Table 1
The improvement of students' ability in comprehending the meaning of vocabulary of narrative text using local legend

Students' achievement		
1st cycle	**2nd cycle**	**3rd cycle**
86	**97**	**94**

2. **The students' prior knowledge about local legend improved students' ability in comprehending the detailed information of narrative text to the eighth grade students of SMPN 3 Sungai Raya Bengkayang in academic year 2015/2016**
a. Asking students' prior knowledge about local legend improved students' ability in comprehending the detailed information of narrative text

Prior knowledge help students in learning. They can connect their experience to the lesson in the classroom. The familiarity of local legend to their' life make students easier to comprehend a text. As a warn-up, the teacher asked students about their prior knowledge. The more familiar the story, the easier the students to comprehend the detailed information of the text. For the example, in the building knowledge and modelling of the text,

the teacher started by asking the students to answer the question that related with the detailed information of narrative text, most of them could answer correctly.

b. Asking students to arrange the random paragraphs into correct order based on students' background knowledge of the story improved students' ability in comprehending the detailed information of narrative text

By giving that activity, students tried to connect the text and remind their prior knowledge about that story. The more familiar the story make students easier in arranging the random paragraph. For the example in first cycle, the teacher gave a *Ruai Bird* story, the story was not familiar for them. Some of them arrange incorrectly. While in the next cycle when the teacher gave *Crying Stone* story, most of them arrange the paragraph correctly.

c. Testing activity improved students ability in comprehending the detailed information of narrative text

To measure students' ability in comprehending the detailed information of narrative text whether their ability already improved or not, the teacher and the writer asked them to answer some questions that related with the content of local legend text namely individual assessment. By having a prior knowledge about local legend, students comprehended the content of the text easily.

Based on the result of students' mean score in first cycle, it means that the objectives of learning did not achieve yet. The writer and the teacher concluded that students have not been able to improve their ability in comprehending detailed information of narrative text through local legend. The result of mean score was 48.6 which were classified as poor and did not achieve the indicator of success point. Although, there was a progress of students' mean score in second cycle, but the students' mean score result showed the objective of learning did not achieve yet. It was 64.2 which is classified as average to good. Then, the writer and the teacher decided to continue next cycle. In the third cycle, the learning objective of comprehending the detailed information of narrative text is achieved. It was 78. 4. The result of students' mean score can be seen in the following table:

Table 2
The improvement of students' ability in comprehending the detail information of narrative text using local legend

Students' achievement		
1st cycle	2nd cycle	3rd cycle
48. 6	64. 2	78. 4

3. **The environment local culture values of local legend improved students' ability in drawing a conclusion about moral values of narrative text to the eighth grade students of SMPN 3 Sungai Raya Bengkayang in academic year 2015/2016**

   a. A group discussion activity improved students ability in drawing a conclusion about moral value

   By giving an opportunity to discuss with their group about the text make students easier in drawing a conclusion about moral value. Through a group discussion activity, they can share their idea to solve a problem and find the solution in the form of complete story. In each group, there were one students whose always lead their member to share their prior knowledge toward the text.

   b. Asking students to conclude the story improved students ability in drawing a conclusion about moral value of narrative text

   Based on the students' mean score result, the writer and the teacher concluded that the students did not improve their comprehension on drawing moral values of narrative text in first cycle. There were one question in the assignment that consist about moral value and 11 of 23 students who answer the question correctly, while 12 students had a wrong answer. It also can be proved, when the teacher asked the students to conclude the lesson and asked the moral values of story, only a few students were able to respond and give the correct answer.

   In second cycle, students improved their comprehending toward moral values. Some students had a correct answer in moral value question. There were 22 students answer correctly while only four students who answer incorrectly. When the lesson was over and the teacher asked students what was the moral values in the story, they seem enthusiastic to answer.

   In third cycle, students improved their comprehending to draw moral values of narrative text. There were 20 students had 100 point and 6 students answer incorrect.

   Based on the students' mean score result, it can be concluded that students' local culture values improved students' comprehension in drawing moral values of narrative text. Even though the students' mean score of second cycle was better than third cycle, but the mean score was achieved the indicator of success point. The explanation of students' mean score in each cycle can be seen in table 4:
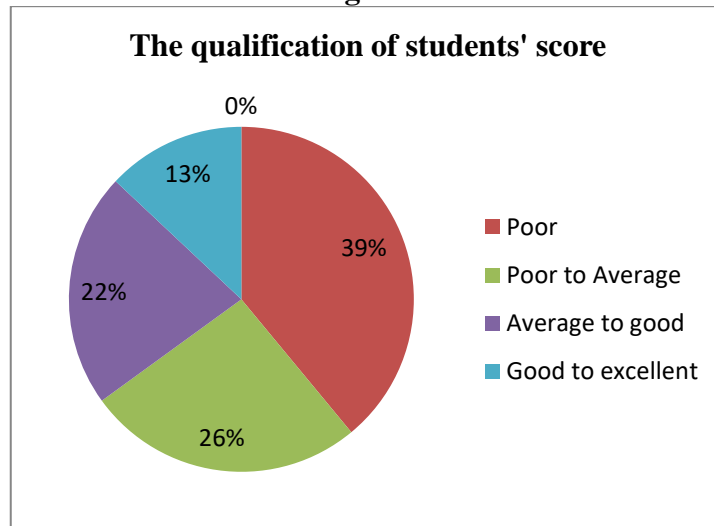
Table 3
The improvement of students' ability to draw the conclusion about moral values of narrative text using local legend

Students' achievement		
1st cycle	2nd cycle	3rd cycle
52	84	76

From the explanation of every action above, based on the schedule observation of the teaching and learning process and the result of students' mean score, the researcher displayed the improvement of students' reading comprehension cycle to cycle in the diagrams below.
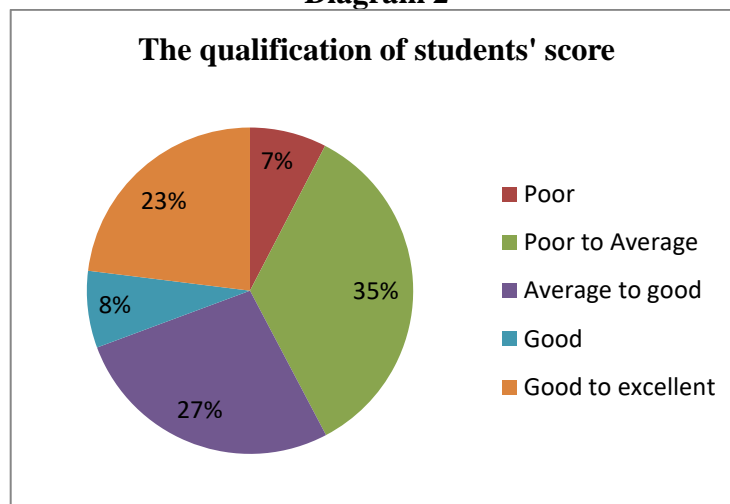
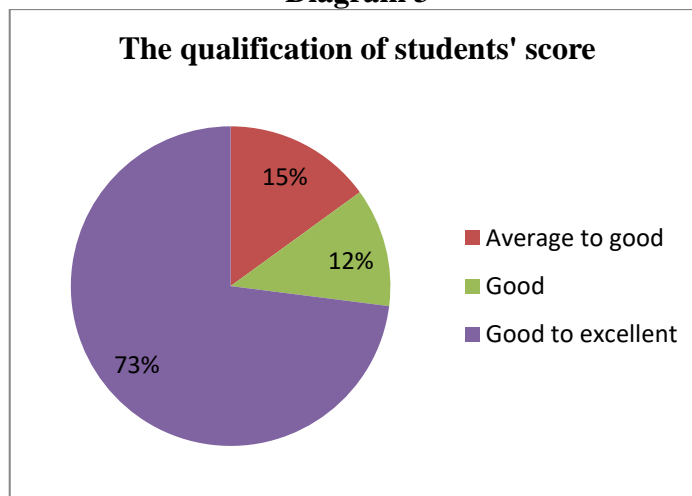The percentage of students' qualification in the first cycle:

Diagram 1

The qualification of students' score

0%
13%
22%
39%
26%

- Poor
- Poor to Average
- Average to good
- Good to excellent

The percentage of students' qualification in the second cycle:

Diagram 2

The qualification of students' score

7%
23%
8%
35%
27%

- Poor
- Poor to Average
- Average to good
- Good
- Good to excellent

The percentage of students' qualification in the third cycle:

Diagram 3

The qualification of students' score

- Average to good — 15%
- Good — 12%
- Good to excellent — 73%

Discussion

The classroom action research had been conducted in three cycles of planning, acting, observing, and reflecting. The first cycle was done on November 13th and 16th 2015, the second cycle on November 20th 2015 and the third cycle on November 23th 2015. The first cycle is done in two meeting because the time is not enough to discuss all material and to do the assignment in one meeting. In addition, the researcher needed to introduce to the students and presented the researcher's aim. Second and third cycle is done in one meeting. It was on November 20th and 23th.

In the classroom implementation, in first cycle the researcher used The Legend of Ruai Bird text. In the test section, when the teacher gave them the story of The Legend of Ruai Bird, some of them done the test seriously using the dictionary while the other waiting his/her friend's answer. It was happen because some of them did not have a dictionary. The result of the students' score could not reach the indicator aspect of success. They concluded that students were confused with the story. Students were not really familiar with the Legend of Ruai Bird story. They never heard the story then they need much effort to understand the story. The time was consuming to find the meaning of word in dictionary. Based on the result above, teacher and collaborator decided to continue the action in the next cycle.

In the second cycle, the teacher asked students to read the text of Crying Stone individually and answer some question that given by teacher. In this cycle many students had better improvement. The result of the students' mean score on the second cycle was classified as average to good but still did not reach the minimum score. The teacher and collaborator decided to continue the action in the next cycle.

In the third cycle, In the process of answering the question about The Legend of Tan Unggal, many students had good result. It was because; most students already knew and had a previous knowledge about that story from their parents.

The result of the students' mean score on the third cycle was classified as good to excellent and reached the minimum score.

In the teaching and learning process, the research finding showed that cycle to cycle had a great improvement. It could be seen from the students' mean score. The last cycle's mean score was better than previous cycles. In the first cycle, the students' mean score was 48. 6 point, which categorized into poor, in the second cycle was 64. 2 point, which categorized into average to good, then the third cycle was 78. 4 point, which was categorized into good. It can be concluded that the problems faced by students have been solved.

Thus, the students' achievement had improved and the students' problem in comprehending narrative text have been solved during this research. The improvement indicates that predicated action hypothesis which states "The use of local legend as teaching materials improves students' reading comprehension of narrative text of eight grade students of SMPN 3 Sungai Raya in academic year 2015/2016" is accepted. In conclusion, the research finding was satisfied.

Conclusion and Suggestion
Conclusion
Based on the research finding in the previous chapter, the writer concludes that local legend text improved students' reading comprehension on narrative text. The students have been able to improve their ability in comprehending vocabulary, detailed information, and drawing the moral values of narrative text. Thus, students' problem in comprehending narrative text is solved during this research and the research finding is satisfied.

Students' prior knowledge about supporting details of local legend improved their ability in comprehending the vocabulary of narrative text. Students' familiarity about local legend improved their ability in comprehending the detailed information of narrative text and the environment local culture values of local legend improved their ability in drawing moral values of narrative text.

Based on the students' individual score result in comprehending narrative text by using local legend, it is increased from cycle to cycle. The mean score in the first cycle was 48. 6, which is categorized into poor, in the second cycle was 64. 2, which is categorized into average to good, then the third cycle was 78. 4, which is categorized into good.

Because the increasing of students' means score, it showed that the students' individual score increased too. In the first cycle, 9 out of 23 students (39%) had poor qualification, 6 students (26%) had poor to average qualification, 5 students (21. 7%) had average to good qualification and 3 students (13%) had good to excellent qualification. In the second cycle, 2 out of 26 students (7. 6%) had poor qualification, 9 students (34. 6%) had poor to average qualification), 7 students (27%) had average to good qualification, 2 students (7. 6%) had good qualification and 6 students (23%) had good to excellent qualification. Then the last cycle there were 4 out of 26 students (15. 3%) had average to good qualification, 3 students (11. 5%) had good qualification, and 19 students (73%) had good to excellent qualification.

Suggestion

Based on the conclusion above, the writer would like to provide some constructive suggestions as follows: (a) The researcher recommends that English teacher should apply local legend in teaching narrative text. Students could understand easily the story because it was suitable with their local culture and students can easily distinguish the narrative text with other text types. (b) The teacher can create the story based on their own local legend. (c) In the teaching and learning process, the teacher should prepare the teaching media such as pictures related to the story to help the students in comprehending narrative text and make students more interesting. (d) It is better for the teacher to group the students in small group in teaching and learning activities. It will involve all students in discussing the material before they do the task individually.

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